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ABSTRACT

To expose students to classic, contemporary, and other important literature in the field and to encourage wide reading, students were given the opportunity to self-select a text to read in addition to their usual required college text. Students were given lists of possibilities to choose from but they were free to select any text, as long as they felt it related to course content (reading education). Time was allowed during the semester for each student to share his/her book with the whole class. Students were also encouraged to comment when their text's content related to class discussion. Materials are included that provide the list of titles chosen by the students, their reasons for their choice, the resource lists offered to them as suggestions, and a report form that could be used in class. (Author/CR)

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ED 420 044

College Reading Association
November, 1996

Creating Communities of Readers in Preservice Education Reading Classes Through Self-Selection of College Texts

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Abstract:
To expose students to classic, contemporary, and other important literature in the field and to encourage wide reading; students were given the opportunity to self-select a text to read in addition to their usual required college text. Students were given lists of possibilities to choose from but they were free to select any text, as long as they felt it related to course content (reading education). Time was allowed during the semester for each student to share their book with the whole class. Students were also encouraged to comment when their text's content related to class discussion. The handout provides the list of titles chosen by the students, their reasons for their choice, the resource lists offered to them as suggestions, and a report form that could be used in class.

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TITLES OF BOOKS CHOSEN (UNDERGRADUATE 9/95)

Marva Collin's Way (5)
Cultural Literacy: What Every American Needs to Know (4)
Among School Children (2)
All I Really Need to Know I Learned in Kindergarten (2)
Multiple Intelligences in the Classroom (2)
The Quality School Teacher (2)

A Better World for Our Children
A Guide for the Special Needs Child
America's Best Classrooms
Behind the Playdough Curtain: A Year in My Life as a Preschool Teacher
Children Learning Through Literature
Cold Sassy Tree
Compendium of Readings in Bilingual Education:Issues and Practices
Control Theory in the Classroom
Dangerous Minds
Doing What You Love, Loving What You Do
Driven to Distraction
Dyslexia in the Classroom
Early Childhood Education: Creative Learning Activities
Educational Achievement in Japan - Lessons for the West
Endangered Minds
Growing Up Creative-Nurturing a Lifetime of Creativity
Healing the Mind the Natural Way
How to Talk so Kids Can Learn
Invitations
Is This For a Grade?
It was on Fire When I Lay Down on It
Just Another Kid
Learning to Read and Spell: The Child's Knowledge of Words
Learning to Read in the '90s
Literacy's Beginnings
Lives on the Boundary: The Struggles and Achievements of America's Underprepared
Making Schools Work
Megaskills
Positive Discipline
Preserving Intellectual Freedom: Fighting Censorship in our Schools
Rain of Gold
Read and Retell
Readers and Writers With a Difference
Reading Difficulties in Schools
Reading the Difference: Gender and Reading in the Elementary Classroom
Reclaiming Youth At Risk
RX For Reading: How the Schools Teach Your Children to Read and

How You Can Help
Savage Inequalities (Children in America's Schools)
Schindler's List
Schools Without Failure
Smart Kids with School Problems:Things to Know and Ways to Help
Smart Schools, Smart Kids
Somebody's Else's Kids
Sometimes a Shining Moment: The Foxfire Experience
SPICE-Suggested Activities to Motivate the Teaching of the Language Arts
Story Worlds: Linking Minds and Imagination through Literature
Teacher: Anne Sullivan Macy (by Helen Keller)
Teaching as Storytelling
Teaching Troubled Children
T.E.T. Teacher Effectiveness Training
The Creative Curriculum for Early Childhood
The Developing Child
The Disuniting of America
The First Year of Teaching: Real World Stories from American Teacher
The Homework Solution: Getting Kids to Do Their Homework
The Internet Resource Directory for K-12 Teachers and Librarians
The Learning Solution- What to do if Your Child Has Trouble with Schoolwork
The New Read Aloud Handbook
The Read-Aloud Handbook
The Reading for Real Handbook
The Ultimate Secrets of Total Self-Confidence
What Children Can Tell Us
What Your 1st Grader Needs to Know
What's Whole in Whole Language
When Rabbit Howls
When the Bough Breaks - The Cost of Neglecting Our Children
Where the Domino Fell
Windows To Our Children
Word Works: Why the Alphabet Is a Kid's Best Friend
You Can't Say You Can't Play
You Just Don't Understand: Women and Men in Conversation
Zapp! In Education

TITLES OF BOOKS CHOSEN (UNDERGRADUATE 2/96)

Marva Collins Way (4)
The New Read Aloud Handbook (3)
What Your 1st Grader Needs to Know (3)
Among Schoolchildren (2)
Literacy con Carino (2)
You Just Don't Understand: Women and Men in Conversation (2)

...and with a Light Touch
ADD - Attention Deficit Disorder
All Ears
Assertive Discipline for Parents
Assertive Discipline:Positive Behavior Management for Today's Children
Attention Deficit Disorder ADD Syndrome
Bury My Heart at Wounded Knee
Child Behavior
Children Who Hate
Classroom Crusaders
Classroom Management and Discipline
Conflict Resolution: Building Bridges
Cultural Literacy: What Every American Needs to Know
Don't Shoot the Dog; The New Art of Teaching and Training
Driven to Distraction
Essentials of Classroom Teaching: Elementary Reading Methods
Field Experience: Methods of Reflective Teaching
Forked Tongue: Politics of Bilingual Education
How to Talk so Kids Will Listen: Listen so Kids Will Talk
"I Am Who I AM"
Invitation to Read: More Children's Literature in the Reading Program
Invitations: Changing as Teachers and Learners. K-12
Making Schools Better
Meeting Individual Needs in Reading
Methods and Strategies for Teaching in Secondary and Middle Schools
Myths in Education
Parents on Your Side
Positive Discipline
Quality Connections: Transforming Schools Through Total Quality Management
Reading, Writing, and the Hickory Stick
Restructuring Schooling for Individual Students
Save Our Schools
School as a Journey
School Savvy
Seeing with Magic Glasses
Shut Up and Let the Lady Teach
Sing a Song for Sixpence

Smart Kids with School Problems
Sometimes a Shining Moment: The Foxfire Experience
Strong Will
Taking Charge in the Classroom
Teacher, The Children Are Here
Teachers Talk
Teaching Disadvantaged Children in the Preschool
Teaching Reading to Bilingual Children
Teaching Vocabulary to Improve Reading Comprehension
Teaching to the Two-Sided Mind: A Guide to Right Brain/Left Brain Education
Teaching with Newbery Books
Test Your Cultural Literacy
The Arts Go To School
The Boy Who Would Be a Helicopter (the Uses of Storytelling in the Classroom)
The Broken Cord
The Closing of the American Mind
The Manufactured Crisis
The Pleasures of Reading in an Ideological Age
The Young Learner's Handbook
Theories of Development: Concepts and Applications
To Teach: The Journey of a Teacher
Towards Inclusive Schools
What Research Has to say About Reading Instruction
What Your 3rd Grader Needs to Know
What Johnny Shouldn't Read: Textbook Censorship in America
Why Johnny Can't Concentrate
Winning Teachers, Teaching Winners
You Are Special

ABBREVIATED REASONS WHY BOOKS WERE CHOSEN
UNDERGRADUATES 9/95

SEEKING KNOWLEDGE AND INFORMATION

I have an interest in the topic of/ I want to know more about:

- how children are changing
- helping children
- special education
- how to be and teach to be creative
- the different types of children in a classroom
- understanding the differences in conversation between men and women
- girls reading and writing better than boys
- readers and writers with a difference (learning disability or remedial)
- youth at risk (2)
- motivating parents to read with their children
- new and different methods teachers use
- class and cultural barriers I may not be aware of
- setting up a creative learning environment
- how to talk to kids so they pay attention
- strategies for teaching reading to children
- why children have difficulty mastering reading
- understanding the different disabilities better
- phases a child goes through from birth to adulthood
- getting children to enjoy their homework
- race relations
- multicultural
- parents as teachers
- reading aloud
- positive discipline
- the Jewish people
- "core knowledge" of a first grader
- early childhood genius
- life of a teacher and her experiences
- inner city public schools (because I want to open my own school for disadvantaged African Americans)
- situations and possible solutions for children
- seeing changes in the school systems
- learning more about ourselves before we go out and teach others
- studies of orthomolecular science (or how nutrition and other substances introduced to the body affect our mental health) (ritalin)
- whole language in the classroom
- reading curriculum in England

PERSONAL

Because:

- I love children's literature
- I don't understand A.D.D.
- I am interested in being the best school teacher I can be
- It shows the importance of learning through literature
- it provides alternatives to the normal assessing of intelligence
- I do not want to see children neglected in or out of the classroom
- It discusses in some depth child abuse and the impact that it has
- I'm terrified of my first teaching assignment
- I agree children need another way of being taught (storytelling)
- I find readings on bilingual education interesting and helpful

I enjoy reading and learning about history (the culture of the Vietnamese)
I have a young friend, age eight, who has dyslexia
I am very interested in using the computer to help me professionally (internet)
Japanese children seem much "smarter" than American children and I wanted to know why
It was different from a typical text book on education
I enjoy reading books written in the early 1900s
I am interested in the issue of censorship

PRACTICAL

Because it:

has abundance of activities to choose from
helps you deal with taking risks and how to deal with them
will get me accustomed to the literary knowledge I will need
has information on reading methodologies and reading disabilities
is full of tips to help keep classrooms a positive teaching environment
contains a lot of wonderful activities
helps identify problems a child may be having in school
offers helpful and practical uses of language arts activities for groups and individuals
has interactive demonstrations, many examples with computers, and a lot of how-to examples
it talks about drawings, storytelling, and enactments to promote creativity and self-esteem

AUTHORITY

Because:

the author William Glasser knows ...
a practicing teacher wrote it
it's the story of a teacher
of Marva Collin's prescription for effective and successful teaching
I remembered one of my teachers in high school used this book and what I learned from this teacher
Robert Fulghum is an interesting philosopher on children's ideas and learning

RECOMMENDATIONS

It was recommended by:

mother (3)
roommate (2)
television show
teachers and friends
friend
aunt (teacher)
college professor brought the book to class (and I found it at a garage sale for fifty cents - brand new!)

READ A RELATED BOOK:

I read the book written for business and now the related book written for education describing an organization's change from unproductive to empowered.
I own another book by the same author
By same author of *All I Need to Know I Learned in Kindergarten*

PROXIMITY AND TIME

This was a gift from my father but I have never read it until now.

COVER AND/OR TITLE

5

ABBREVIATED REASONS WHY BOOKS WERE CHOSEN. (UNDERGRADUATES 2/96)

I chose this book because...

SEEKING KNOWLEDGE AND INFORMATION

I have an interest in the topic of/ I want to know more about:

- inclusion in the classroom
- understanding phases of childrens' progress
- managing my classroom in a positive, pro self-esteem way
- the language barrier and how the teachers..overcame it
- the political history of bilingual education
- the frustration of children; coping with insecurity, anxiety and fear
- ADD (2)
- why books are chosen for banning
- how to manage a classroom
- reading about real teachers
- Native American History
- teacher's occupation and duties
- how the media exploits everything
- the public's expectations and criticisms
- other cultures (2
- teaching vocabulary
- realistic perspective on teaching
- how discipline is viewed by parents and other citizens
- understanding my communication abilities with my peers as well as my family

PERSONAL

Because:

- it sounds interesting
- I want to be the best teacher I can be
- it is exciting and refreshing to look at classroom situations
- it looked like it will be useful
- I used to take Ritalin but still don't understand ADD/ADHD. I know children with ADD.
- I want to teach third grade.
- I have children who are poor readers and hate to read
- I want to teach first grade
- I hope to work with early education (1st grade)
- I felt like I needed to know everything in the book if I am going to teach.
- I would like to share the nursery rhymes with my students
- I want to help do something about establishing or furthering art programs in schools
- I never understood what left- or right =-brained meant
- My specialization is bilingual education
- I'm very interested in working with children in their early years
- I think it's important to involve parents in education
- I think it is necessary for teachers to focus on individual students rather than the whole class
- It's important to discern the special needs, desires, abilities and backgrounds of those being taught
- I wanted to hear a current teachers point of view
- I wanted to see what they had to say about bringing children's literature into reading
- Help prepare me for my field work
- help me understand what basic things I need to teach reading
- I currently work at an afterschool care center and know the challenges that children can put up. I need to look back on this information and put it into practice

to know the right way to discipline children
to help me promote music
I am the adult child of an alcoholic and matters concerning alcohol abuse concern me.
I have a nine year old brother who is having great difficulty in school.
I'm one of the many adults that have to deal with ADD. This book should help me understand what exactly I have to deal with.

PRACTICAL
Because it:
tells how to deal with many situations
is idea source guide
gives insights into Newbery books and how to incorporate them
tells beginning, first year teachers what to do and expect during the first year of teaching
follows a teacher with his class for eight years
enables teachers to do a better job and get more involved in activities to save our schools
gives an insight into planning daily lessons, teaching strategies and communication
gives examples of schools across the country incorporating successful reform programs
provides in-depth information for putting the whole language theory into practice
explains in detail the steps to take when one is confronted with a conflict

AUTHORITY
Because:
it would be interesting to learn about the profession from a teacher.
written by a teacher
I respect Mr. Rogers.

RECOMMENDATIONS
It was recommended by:
friend
friends
source I trust and respect
suggestion (2)
professor
grandmother
Aunt (teacher)
teacher (2)
television program on the person and her teaching style
the lady who led the orientation for substitute teaching

READ A RELATED BOOK: (HEARD RELATED MATERIAL)

PROXIMITY AND TIME
I bought this book about three years ago to read but never had the time. The title caught my eye because I have a strong-willed child (my eight-year old son)
(I also found it at a bookstore for a very discount price)

COVER AND/OR TITLE
title (4)
cover
table of contents

TITLES OF BOOKS CHOSEN (POST BACCALAUREATE)

Among Schoolchildren by Tracy Kidder
Beginning to Read: Thinking and Learning about Print. A Summary by Marilyn Adams
Cultural Literacy: What Every American Needs to Know by Ed Hirsch, Jr.
Helping Your Child Understand Death by Anna Wolf
How Children Learn by John Holt
In the Middle: Writing, Reading, and Learning with Adolescents by Nancie Atwell
Literacy con Carino: A Story of Migrant Childrens' Success by Hayes, Baruth, & Kessler
Little Crow by Gary Clayton Anderson
One Child by Torey Hayden
Read To Me: Raising Kids Who Love to Read by Bernice Cullinan
Savage Inequalities by Jonathan Kozal
The Art of Teaching Writing by Lucy Calkins
The Disuniting of America by Arthur M. Schlesinger
The New Read-Aloud Handbook by Jim Trelease

ABBREVIATED REASONS WHY BOOKS WERE CHOSEN. HOPES. (POST BAC.) 1ST CLASS

I chose this book because...	What I hope to get from this book is..
SEEKING KNOWLEDGE AND INFORMATION	
<u>I have an interest in the topic of/ I want to know more about:</u>	
how a person learns to read, how the process works	understanding how a person goes from seeing letters on a page to reading and comprehending the text
whole language and Nancie Atwell	procedures for the reading/writing workshop[and secrets of her success
Native American history from their point of view	insight into the Native Americans' thoughts and feelings
PERSONAL	
<u>Because:</u>	
sounded interesting	better understanding of what cultural literacy is and how it applies to education in America
recently lost my mother, grandmother, and best friend	strength to help me work with children to deal with death
attracted to statements in the foreword	better insight on the nature of the child to the learning experience
for the last two years I have worked with migrants	to help me understand some of what I saw...to get a better understanding of their needs
as a father and a teacher, reading aloud is an important skill to have. Our textbook showed how important this skill is to a teacher.	good tips on how to be more effective at reading aloud. Examples of good books. Learn points to tell parents.

PRACTICAL

Because it:

deals with teaching elementary aged children from a first hand point of view

what it is really like out there

I am unaware of methods used today to teach writing in the classroom

some skills in the teaching of writing

AUTHORITY

Because:

0 mentioned

RECOMMENDATIONS

It was recommended by:

a friend. She was engrossed in it.

better understanding of a disturbed child plus the teacher's style and ways to control her class

professor (was discussed in class). I never knew such inequalities existed

more understanding of the differences of the schools based on region, racial, economic differences and how attitude affects children

READ A RELATED BOOK: (HEARD RELATED MATERIAL)

Heard Schlesinger speak but didn't get to hear whole program. I want to read the other side especially since I am taking a very liberal multicultural graduate class

to get another perspective on an issue. I see the destruction of the Bosnians and Serbs. I realize the need to have some sort of an identity. I am hoping that though this book may be ...more conservative than I am...by being open minded to both sides I can find a middle ground that I can live with and teach.

PROXIMITY AND TIME

I bought this at a book fair and want to read it so this is it!

COVER AND/OR TITLE

0 mentioned

how to be a good role model
to my own daughter and class.
I want to know how to teach
children to love to read.

RESOURCES COMPILED TO ASSIST IN PREPARATION FOR THE ELEMENTARY COMPREHENSIVE FIELD TEST SOURCE: TEXAS EDUCATION AGENCY

Preparation Manual - Elementary Comprehensive

In addition to the specific resources listed below: you may wish to refer to the following:

- *Your college textbooks
- *Your class notes and other assignments
- *Public school state-adopted textbooks
- *State curriculum guidelines
- *Publications from local, state, and national professional organizations
- *Texas Education Agency publications (e.g., curriculum frameworks,inservice guides)

You may wish to consult a representative from a Texas teacher preparation program in your area regarding other potential resources specific to the field.

Journals

Educational Leadership, Association for Supervision and Curriculum Development
The Elementary School Journal, University of Chicago Press
Young Children, Journal of the National Association for the Education of Young Children
Arithmetic Teacher, National Council of Teachers of Mathematics
The Computing Teacher, International Society for Technology in Education
Science and Children, National Science Teachers Association
Social Education, National Council for the Social Studies
The Social Studies, Heldref Publications
The Reading Teacher, International Reading Association
Language Arts, National Council of Teachers of English
Music Educators Journal, Music Educators' National Conference, Center for Educational Associations
The Drama/Theatre Teacher, American Alliance for Theatre and Education
Art Education, National Art Educators' Association
Journal of Health, Physical Education, Recreation and Dance, Association for Health, Physical Education, Recreation, and Dance

Other Sources

Curriculum and Evaluation Standards for School Mathematics,, National Council of Teachers of Mathematics
NCTMC Yearbook, National Council of Teachers of Mathematics (1989, "New Directions for Elementary School Teachers"; 1990, "Teaching and Learn- in Mathematics in the 1990's")
Global Education: From Thought to Action, Association for Supervision and

Curriculum Development, 1991 Yearbook

Renewing the Social Studies Curriculum, Walter Parker, Association for Supervision and Curriculum Development (1991)

Becoming a Nation of Readers: The Report of the Commission on Reading, Richard C. Anderson et al., National Institute of Education (1985)

Science for All Americans: A Project 2061 Report on Literacy Goals in Science, Mathematics, and Technology, American Association for the Advancement of Science (1989)

Preparation Manual - Professional Development (Elem. and Sec.)

In addition to the specific resources listed below, you may wish to refer to the following:

- *Your college textbooks
- *Your class notes and other assignments
- *Public school and state-adopted textbooks
- *State curriculum guidelines
- *Publications from local, state, and national professional organizations
- *Texas Education Agency publications (e.g., curriculum frameworks, inservice guides)

Contact : Texas Education Agency Publication Distribution
1701 North Congress Avenue
Austin, TX 78701
(512) 463-9744

You may also wish to consult a representative from a Texas teacher preparation program in your area regarding other potential resources specific to this field.

Journals

ASCD Update, Newsletter of the Association for Supervision and Curriculum Development

Creative Classroom, Children's Television Workshop

Educational Leadership, Journal of the Association for Supervision and Curriculum Development

Exceptional Children, Council for Exceptional Children

Instructor, Scholastic, Inc.

Teaching Pre K-8, Early Years, Inc.

You may also wish to read journals related to your teaching field (Language Arts, Mathematics, Social Studies, Science, etc.). Below are a few examples.

Elementary

Arithmetic Teacher, National Council of Teachers of Mathematics

Elementary School Journal, University of Chicago Press

Language Arts, National Council of Teachers of English

The Reading Teacher, International Reading Association

Science and Children, National Science Teachers Association

Social Education , National Council for the Social Studies
The Social Studies, Heldref Publications

Secondary
English Journal, National Council of Teachers of English
Journal of Reading, International Reading Association
Mathematics Teacher, National Council of Teachers of Mathematics
Social Education, National Council for the Social Studies

Other Sources
Arizona Department of Education. (1991). *Impact : A Handbook of Creative Teaching Methods.* Phoenix, AZ: Author.

Association for Supervision and Curriculum Development. (1989). *Toward the Thinking Curriculum : Current Cognitive Research (1989 Yearbook).* Alexandria, VA : Author

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Brandt, Ronald S. (Ed.). (1989). *Conversations with Leading Educators: From Educational Leadership.* Alexandria, VA : Association for Supervision and Curriculum Development.

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Carnegie Council on Adolescent Development. (1989). *Turning Points : Preparing American Youth for the 21st Century.* New York : Carnegie Corporation of NY.

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Davis, Rita * Davis, Kenneth. (1978). *Teaching Students Through Their Independent Language Styles.* Englewood Cliffs, NJ : Prentice-Hall.

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Emmer, E.J., et al. (1989). *Classroom Management for Secondary Teachers (2nd edition).* Englewood Cliffs, NJ : Prentice-Hall.

Evertson, C.M., et al. (1989). *Classroom Management for Elementary School Teachers (2nd edition).* Englewood Cliffs, NJ : Prentice-Hall.

Fiske, Edward B. (1992). *Smart School, Smart Kids: Why Do Some Schools Work?* New York : Simon & Schuster.

Good, Thomas L., & Brophy, Jere E. (1991). *Looking In Classrooms..* New York : Harper Collins, Inc.

Jacobs, Heidi Hayes. (Ed.). (1989). *Interdisciplinary Curriculum : Design and Im-*

plementation. Alexandria, VA : Association for Supervision and Curriculum Development.

Johnson, David W., Johnson, Roger T., & Holubec, Edythe Johnson. (1986). *Circles of Learning : Cooperation in the Classroom.* Edina, MN : Interaction Book Co.

Jones, Beau F., et al. (1987). *Strategic Teaching & Learning : Cognitive Instruction in the Content Areas.* Alexandria, VA : Association for Supervision and Curriculum Development and North Central Regional Ed. Laboratory.

Kidder, Tracy. (1989). *Among Schoolchildren.* Boston : Houghton Mifflin.

Korbrin, David. (1992). *In There With the Kids : Teaching in Today's Classrooms.* Boston : Houghton Mifflin.

MacDonald, Robert E. (1991). *A Handbook of Basic Skills and Strategies for Beginning Teachers : Facing the Challenge of Teaching in Today's Schools.* White Plains, NY : Longman Publishing Group.

Marzano, Robert J. (1992). *A Different Kind of Classroom.* Alexandria, VA : Assoc. for Supervision and Curriculum Dev.

Marzano, Robert J., et al. (1988). *Dimensions of Thinking : A Framework for Curriculum and Instruction.* Alexandria, VA : Association for Supervision and Curriculum Dev.

McNeil, John D., & Wiles, Jon. (1990). *The Essentials of Teaching : Decisions, Plans, Methods.* New York : MacMillan Publishing Co.

National Commission on Excellence in Education. (1983). *A Nation at Risk : The Imperative for Education Reform.* Washington, DC : Government Printing Office. (Copy can be obtained for free)

Nehring, James. (1992). *The Schools We Want.* San Francisco : Jossey-Bass Publishing Co.

Perrone, Vito. (1991). *A Letter to Teachers : Reflection on Schooling and the Art of Teaching.* San Francisco : Jossey-Bass Publishing Co.

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Graves, D. (1994). *A fresh look at writing.* Portsmouth, NH: Heinemann.

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Pearson, R.D. (1993). Standards for the English language arts: A policy perspective. *Journal of Reading Behavior* 25:4, 457-476.

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Ravitch, D. (1995). *National standards in American education: A citizen's guide.* Washington, DC: The Brookings Institute.

Rief, L. (1992). *Seeking diversity: Language arts with adolescents.* Portsmouth, NH; Heinemann.

Routman, Regie. (1994). *Invitations.* Portsmouth, NH: Heinemann.

Shankerm, A. (1994). Making standards work. *American Educator* 18:3, 14-27.

Spangenberg-Urbschat, K., & Pritchard, R. (Eds.) (1989). *Kids come in all languages: Reading instruction for ESL students.* Newark, DE: International Reading Association.

Strickland, D.S., & Morrow, L.M. (Eds.). (1989). *Emerging literacy: Young children learn to read and write.* Newark, DE: International Reading Association.

Teale, W.H. (1989). Language arts for the 21st century: A vision for elementary school English teaching from the Coalition of English Associations Conference. IN J.M. Jensen (Ed.), *Stories to grow on: Demonstration of language learning in K-8 classrooms.* Portsmouth, NH: Heinemann.

Weaver, C. (1996). *Teaching grammar in context.* Portsmouth, NH: Heinemann.

BOOK LIST TO ACCOMPANY RDG 2310
INTRODUCTION TO THE NATURE OF READING AND READERS

This course is to provide background knowledge for the teacher of reading at any level. In addition to your college text/s and professional journal readings, you will be required to read a book of your choice that is related to course content. The broad course topics are in bold type. The books listed are possibilities but you may choose any related book that you wish. You will be responsible for reporting about the book to the class. If you are not satisfied with your book, select another title. A "*" indicates a book that will probably be difficult at this stage of your education (but one you may wish to read later).

Nature of the elementary learner/reader (and cultural influences)

Bloom, A. B. (1987) . The closing of the American mind: how higher education has failed democracy and impoverished the souls of today's students. New York: Simon and Schuster.

Brown, D. E. (1970). Bury my heart at wounded knee: an Indian history of the American West. New York: Henry Holt.

Collins, M. and Tamarkin C. (1982). Marva Collins' way: returning to excellence in education. Los Angeles: Jeremy P. Tarcher, Inc.

Donaldson, Margaret. (1978). Children's minds. New York: W. W. Norton.

Hirsch, E. D., Jr. (1987). Cultural literacy: what every American needs to know. Boston: Houghton Mifflin.

Kidder, Tracy. (1989). Among schoolchildren. New York: Avon.

Kozal, J. (1991). Savage inequalities: children in America's schools. New York: Crown Publishers.

Rose, Mike. (1990). Lives on the boundary.

Schlesinger, A. M. (1992) . The disuniting of America: reflections on a multicultural society. New York: W. W. Norton & Company.

Language development (and literacy development)

Goodman, Y. M. (Ed.). (1990). How children construct literacy: Piagetian perspectives. Newark:DE: International Reading Association.

Pinnell, G. S., & Matlin, M. L. (Eds.) Teachers and research: language learning in the classroom. Newark, DE: International Reading Association.

Tannen, D. (1990) . You just don't understand: women and men in conversation. New York: Ballentine Books.

Models of the reading process / History of American reading instruction

*Adams, M. J. (1990). Beginning to read: thinking and learning about print. Cambridge, MA: MIT Press.

Anderson, R. C., Hiebert, E. H. , Scott, J., & Wilkinson, I. A. G. (1985). Becoming a nation of readers. Washington, DC: The National Institute of Education.

Bechtol, W. M. and Sorenson, J. S. (1993) Restructuring schooling for individual students. Boston: Allyn and Bacon.

Chall, Jeanne. (1967). The great debate. New York: McGraw-Hill.

Logan, R. K. (1986) . The alphabet effect: the impact of the phonetic alphabet on the development of western civilization. New York: William Morrow and Company.

Mathews, M. M. (1966). Teaching to read: historically considered. Chicago: University of Chicago Press.

*McCrum, R., Cran, W., & MacNeil, R. (1986). The story of English. New York: Penguin Books.

Stahl, S. A., Osburn, J., & Lehr, F. (1990). A summary of Beginning to read: thinking and learning about print. Urbana-Champaign: Center for the Study of Reading, University of Illinois.

Zakaluk, B., & Samuels, S. J. (Eds.) . (1988). Readability: its past, present, & future. Newark, DE: International Reading Association.

Scope and sequence of reading strategies

Adler, M. J. (1983) .Paideia problems and possibilities: a consideration of questions raised by The Paideia Proposal. New York: Macmillan.

Adler, M. J. (1984) . The paideia program: an educational syllabus. New York: Macmillan.

Atwell, N. (1987). In the middle: writing, reading, and learning with adolescents. Portsmouth, NH: Boynton/Cook Publishers.

Calkins, L. M. (1986). The art of teaching writing. Portsmouth, New Hampshire: Heinemann Educational Books.

Cullinan, B. E. (Ed.). (1992). Invitation to read: more children's literature in the reading program. Newark, DE: International Reading Association.

Hayes, C. W., Bahruth R., & Kessler, C. (1991). literacy con carino: a story of migrant children's success. Portsmouth, NH: Heinemann.

*Irwin, J. I. and Doyle, M. A. (Eds.) . (1992). Reading/writing connections: learning from research. Newark, DE: International Reading Association.

Nagy, W. E. (1988). Teaching vocabulary to improve reading comprehension. Urbana, IL: National Council of Teachers of English and Newark, DE: International Reading Association.

Samuels, S. J., & Farstrup, A. E. (Eds.). (1992). What research has to say about reading instruction (2nd ed.). Newark, DE: International Reading Association.

Thompson, G. (1991) . Teaching through themes. New York: Scholastic Professional Books.

Trelease, J. (1989). The new read-aloud handbook. New York: Penguin Books.

Wigginton, E. (1985) . Sometimes a shining moment: the Foxfire Experience. Garden City, NY: Anchor Press/Doubleday.

Zahler, D. and Zahler, K. A. (1988). Test your cultural literacy. New York: Prentice Hall.

Name _____ Date _____

RDG 2310: Self-Selected Book

Title _____

Author _____

Publisher _____

Publication Date _____

I chose this book because ..

What I hope to get from this book is .....